LA Unified English Learner Master Plan Rewrite

Hilda Maldonado
Executive Director
LAUSD Multilingual & Multicultural Education

Dr. Teddi Predaris
Senior ELD Consultant
Center for Applied Linguistics Team

Presentation to the Board of Education
January 16, 2018
Why a Rewrite of the English Learner Master Plan?
Key Shifts in LA Unified - Policy and Practice

- LAUSD-OCR Voluntary Agreement
- California ELD Standards
- Common Core Implementation
- Proposition 58
- SBE EL Roadmap Adopted
- English Language Proficiency Assessment for California
- ELPAC
- Board Resolution: Preparing LAUSD Students for Global Economy: DL EVE Pilot
- Securing a Pathway for Next Generation of Multilingual Teachers
- Commitment to Biliteracy

2011
- Board Resolution: Protecting DL Programs for Maximum Academic Achievement
- 2012 LA Unified EL Master Plan

2012
- Board Resolution: Commitment to Prepare Students for a Multilingual Global Economy

2013
- Board Resolution: Investing Strategically in Expanding ETK-12 DL Instructional Pathways

2014

2015

2016

2017
What We Know about the State of English Learner Education in California

**Academic Outcomes for English Learners and Migrant Students Lag Behind Those of Other Students**

**SBAC, Mathematics, All Grades, by Subgroup (2017)**

- English Learners: 3% Standard Exceeded, 5% Standard Met, 20% Standard Nearly Met, 18% Standard Not Met
- Migrant: 9% Standard Exceeded, 14% Standard Met, 22% Standard Nearly Met, 20% Standard Not Met
- English only: 23% Standard Exceeded, 28% Standard Met, 26% Standard Nearly Met, 27% Standard Not Met
- ALL STUDENTS: 64% Standard Exceeded, 53% Standard Met, 31% Standard Nearly Met, 36% Standard Not Met

**SBAC, English Language Arts, All Grades, by Subgroup (2017)**

- English Learners: 2% Standard Exceeded, 6% Standard Met, 24% Standard Nearly Met, 20% Standard Not Met
- Migrant: 10% Standard Exceeded, 20% Standard Met, 30% Standard Nearly Met, 28% Standard Not Met
- English only: 24% Standard Exceeded, 26% Standard Met, 22% Standard Nearly Met, 23% Standard Not Met
- ALL STUDENTS: 64% Standard Exceeded, 48% Standard Met, 24% Standard Nearly Met, 28% Standard Not Met

**Figure 5.** Performance on Smarter Balanced Assessments, All Grades, by Subgroup, 2016-17

Source: California Department of Education, 2017. Figures may not sum to 100 due to rounding.
What We Know about the State of English Learner Education in California

“California needs transformative change to truly support Latino students… It requires strong leadership and a commitment to infusing these practices into the core of educational systems.”
Kids-First Approach to English Learner Instruction: System Transformation

• Promote English proficiency while valuing, maintaining, and enhancing home language

• Improve content knowledge

• Support socio-emotional learning

• Support identity, meaning-making, and comprehension

• Preparing students for a multilingual, global society
Research Benefits of Being Bilingual

Brain and Cognitive
- Cognitive flexibility
- Improves decision-making skills
- Better problem-solving abilities

Academic
- Increased academic performance
- Advanced language courses
- CA Seal of Biliteracy

Economic
- Competitive in the global economy

Cross-Cultural Competency
- Awareness and understanding of other cultures

Stronger Family & Heritage Connection
- Bridge builders for their families
- Access to the wisdom of their heritage cultures

Lifelong Advantages
What We Know about Dual Language Immersion in LA Unified

• LA Unified Dual Language Immersion (DLI) programs are growing

• Still, only 6% of LA Unified ELs are enrolled in DLI
2016-17 Reclassification Rate Comparison Dual Programs

- Grade 03: 53% DLP, 49% Not DLP
- Grade 04: 25% DLP, 19% Not DLP
- Grade 05: 41% DLP, 33% Not DLP
Kids-First Approach to English Learner Instruction

“Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners (Genesee et al., 2006; National Academies, 2017).”

- CAL’s Guiding Principles for Dual Language Education (2018, p. 10)
Kids-First Approach to English Learner Instruction

California and LA Unified policy supports bilingual instruction:

Superintendent's Strategic Plan

Proposition 58

Board Resolutions
CAL Team: Senior ELD Consultants

Joanne Urrutia
Senior ELD Consultant

Theodora (Teddi) Predaris
Senior ELD Consultant
Why Have the Center for Applied Linguistics as a Strategic Thought Partner?
Outside Perspective and Expertise

Practice  <->  Research
Center for Applied Linguistics' Role

- Draw on nationally-recognized expertise:
  - Educational applied linguistics
  - Educational language policy and planning
- Ensure a transparent and objective process
- Integrate reliable, valid district data sources
- Implement a timely system that synthesizes input and feedback from a variety of stakeholders in LA Unified
- Continue to adhere with our voluntary agreement with Office for Civil Rights
Three Pillars of Dual Language Education for English Learners

- Bilingualism and biliteracy
- Academic achievement
- Sociocultural competence
CAL’s Mission: Promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis.
Team: Implementing English Learner Master Plans for Student Success

- Leader in research, technical assistance, professional development, program design, evaluation, and policy implementation regarding instruction of English learners

- Long history of working with Dual Language programs
Master Plan Rewrite Phases

**PHASE 1: PLANNING**
- Project Management Group
- External Partners
  - Manage 2018 Master Plan process
  - Plan and schedule meetings
  - Notify key stakeholders

**PHASE 2A: INFORMATION GATHERING**
- External Partners
  - Ad-Hoc Working Group
  - Legal, Financial, and Policy Advisory Group
  - Stakeholder Groups
  - Gather stakeholder voices throughout the district
  - Identify important topics for inclusion
  - Provide feedback

**PHASE 2B: WRITING**
- Project Management Group
- External Partners
  - Analyze data
  - Write 2018 Master Plan chapters
  - Iteratively integrate Ad-Hoc Working Group advice
  - Include stakeholder voices

**PHASE 3: DISTRIBUTION**
- Project Management Group
- External Partners
  - Publish and distribute 2018 Master Plan
  - Develop and provide training
  - Evaluate results
Master Plan Rewrite Process

Plan/Evaluate

Gather Information

Stakeholders
- Students
- Parents
- Teachers
- Administrators
- Instructional Staff
- Academic Counseling
- Community Members

Ad Hoc Working Group

Legal, Policy, and Financial Advisory Group

Project Management Team

Kids-First Approach

Distribute

Write

Valuing Bilingualism